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which will prove of great interest to all teachers of Spanish. The first is entitled "List of Works for the Study of Hispanic American History" which includes books dealing with the whole history of Hispanic America, works on special periods, and books dealing with individual countries and the portions of the United States settled by Spaniards. This book must be the starting point for any serious study of historical questions related to the Spanish American republics.

In his "Garcilaso de la Vega," Professor Keniston has written a biography and critical study of the great Spanish poet based upon original documents or reliable contemporaneous accounts and inspired by enthusiasm for the poet and with a finely balanced judgment. By virtue of its original contributions to our knowledge of Garcilaso and because of the fascinating picture which the author presents of Garcilaso, with the society of his time as a back-ground, this study is one of the most notable that we possess concerning any Spanish author. A second volume will contain a critical text and bibliography of the poet's works.

Reviews

- A. *THE DIRECT METHOD OF TEACHING FRENCH*, by E. GOURIO, Houghton Mifflin Co., 1921, (price \$.80); 163 pp. incl., index.
- B. *LA CLASSE EN FRANÇAIS*, by E. GOURIO, Houghton Mifflin Co. 1920, (price \$1.52); VI+273 pp.

It seems well, before entering upon the discussion of these texts, to say a word about their author. M. E. Gourio is one of the most prominent exponents of the Direct Method in France, being the author of a popular series of class texts for the study of English called the "Green Series" (Librairie Ferran Jeune, Marseille). Both as author and teacher he has played a leading rôle in developing modern language pedagogy in France to its present point. Were it not for his avowed aversion to Phonetics, one might call him the French Max Walter. M. Gourio's leadership is sharply challenged by M. Camerlynck the brilliant interpreter for the French delegation at the recent Washington Conference who is an ardent exponent of Phonetics, having been a pupil of Paul Passy. Like M. Gourio, he is also the author of a widely used series of class texts for the study of English published by H. Didier, Paris. These two "friendly enemies" have recently extended their field of operations to the United States. Allyn and

Bacon have just brought forth *France* by M. Camerlynck, a Direct Method text with phonetic transcription, while Houghton Mifflin Co., has given us the two texts which form the object of this review.

"The Direct Method of Teaching French," is an English translation of a book entitled, *La Méthode Directe dans la Première Année d'Etude*, (Librairie Ferran Jeune, Marseille, 1920). It gives a concise exposition of the principles of the Direct Method, together with precise and practical instruction on the way to handle *La Classe en Français*. It is further destined to help teachers who lack experience in the technique of the Direct Method. One cannot but approve M. Gourio's wisdom in devoting one whole book to the teacher, in as much as very few of our American teachers know how to handle the Direct Method.

After a brief discussion of the "Principles of Language Teaching," this text treats the program of *La Classe en Français*, which leads to a careful and valuable discussion of the technique of explaining the meanings of new words without having recourse to translation. This discussion leads easily to the consideration of the teaching of grammar, which is followed by a series of practical hints on classroom management. The book ends with a thoroughly inadequate treatment of the question of pronunciation, and a brief summary of the history of methods. As for the solution of the vital problem of pronunciation, all M. Gourio has to offer us is "Imitation and Repetition." Being a teacher of English, he has no knowledge of the proved advantages of solid phonetic training in the study of French, as an aid to the acquisition of a good pronunciation, and as a solution to the problem of orthography. He does not even seem to suspect the wide possibilities of phonetics as applied to the teaching of grammar. In spite of the phonetic weakness, this book should be on the table of every teacher of Modern Languages, whether he believes in the Direct Method or not, if merely as a sourcebook of information as regards the fundamentals of the method. When we read in a reputable organ¹ such statements as this, "Several teachers say that the Direct Method is impracticable because the pupils do not receive the proper training in English grammar," we more fully appreciate the need and the value of the short volume M. Gourio has put at the disposal of teachers and school authorities.

B. The principles of language teaching set forth in "The Direct Method of Teaching French," find their concrete application in *La Classe en Français*. This text is an amplification of a much smaller one (185 pages), with the identical title, but published

¹ U. S. Bureau of Education, Secondary School Circular no. 10, "Method and content of French Course in Accredited High Schools of the South," by J. A. Capps.

by the Librairie Ferran Jeune, Marseille, in 1913. The American edition is an attractive volume consisting of 130 lessons, in two parts (70 and 60 lessons respectively), with a grammatical index and a French-English vocabulary of approximately 1600 practical words. There is scarcely a page which does not contain an illustration intended to elucidate the thought of the adjacent subject matter. From the typographical point of view, it is a model of perfection.

Leaving the externals, let us approach the question of method. This is unequivocally a Direct Method text, totally different from most so-called Direct Method books which are really the Grammar Method with a veneer of the Direct Method. It is refreshing to find a text which seems to take no account of the C. E. E. Board or of Regents' Examinations. In looking over the most popular grammars used in America, one is led to the inevitable conclusion that the sole object of French language was to furnish examples for rules of grammar. Fortunately, the purpose of the French language is the expression of human thought, and it is this principle that guides M. Gourio in Part One. Throughout Part One, the stress is laid upon the acquisition of a good basic vocabulary. As would be expected, M. Gourio is a master of the technique of demonstrating the meanings of new words without translation. In Part Two, the forms and vocabulary learned merely for their thought value, are used as evidence from which principles may be deduced. Hence the grammar enters as an aid to a more perfect expression of a thought.

Whereas the Marseille (1913) edition treats only three tenses: present, present perfect, and future, this edition takes up in addition, the past descriptive, the past absolute, the past future, several compound tenses, and even the present subjunctive, which I feel is rather ambitious for the first year. It is easy enough to learn all these tenses if all that is to be required is passive recognition, but the Direct Method means active reproduction, which is far more difficult. In addition to these tenses, the book contains all the grammar usually taught in the American High Schools during the first two years. This text should definitely dispose of the popular legend that the Direct Method ends when the pupils have opened and closed a few doors and windows. M. Gourio has done his work well, not only in his development of the vocabulary, but in his treatment of the grammar.

In going over the book, a few miscellaneous things attracted my attention. It is interesting to note that M. Gourio, a Frenchman, says: *parler le français*; that the second part of a two-part book is called: *Deuxième Partie*; that in Lesson 99, the months are written with capitals; that he calls words which the pupil has not yet encountered: *mots nouveaux*, even though they have been excellent French words for centuries; finally, that the value

[ε], is indicated for the first syllable of the following words: *mes-sieurs, descendre, descente*. I doubt very seriously the wisdom of capitalizing the initial letter of the word in the vocabulary and thereby robbing the young American of the accents on words like: *à, étudier*, and also giving him a false impression of the use of capitals for the language. It is to be regretted that M. Gourio did not see fit to adopt the new tense terminology. It is scarcely logical to call a tense "conditional" and then tell the pupil he is not to use it in a condition, but in a conclusion. Similarly it is disastrous to use the term "Past Indefinite" and expect pupils to comprehend that this is the form to be used for a definite fact or action in the past.

The treatment of pronunciation is unsystematic and unscientific. The teacher is expected to be the fountain from which all phonetic knowledge should flow, and unfortunately we have not as large a number of good phonetic fountains in the United States as we should have. Though a master of the Direct Method technique, M. Gourio evidently knows very little of the phonetics of his mother tongue, nor is he an exception in this respect.

The other reserve to be made is this: there is internal evidence that this book was written for use in England and Australia. It was not written for the American student. I do not believe it was ever tried in an American classroom before being published. I am wondering whether some of the material will appeal to the peculiar type of mind that we find lodged in the heads of young America. The subject matter scarcely departs from the classroom, and almost never reaches the outside interest of the pupils.

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BEGINNERS' SPANISH READER. Edited by LAWRENCE A. WILKINS. X+305 pages. Henry Holt and Company, New York, 1921.

This excellent book for young students contains 45 "constructed, adapted, or imitated," selections, forty of which are accompanied each by its appropriate illustration, including also outline maps of the three greatest Spanish-speaking regions: South America, Spain, and Mexico, facing the lessons on "La República Argentina," "España," and "Méjico," respectively. Verses are appended to a few of the selections. The whole of this part of the book occupies 106 pages and is free of notes of any kind. Following this are 87 pages devoted to "Locuciones, cuestionarios, y ejercicios," divided into sections, or lessons, corresponding to the selected texts. Then follow: "Cosas útiles," 10 pages; "Música